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IMPACT

**The District of Columbia Public Schools
Effectiveness Assessment System for
School-Based Personnel**

2011–2012

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SCHOOL LEADERS
Principals



Michael DeAngelis



Simona Monnatti



On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

- All children, regardless of background or circumstance, can achieve at the highest levels.
- Achievement is a function of effort, not innate ability.
- We have the power and responsibility to close the achievement gap.
- Our schools must be caring and supportive environments.
- It is critical to engage our students' families and communities as valued partners.
- Our decisions at all levels must be guided by robust data.

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that this effectiveness assessment system will help us increase that impact and, in doing so, broaden the life opportunities of the children of the District of Columbia.

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Michael DeAngelis

Dear DCPS School Leader Community,

Throughout my thirteen years working with DCPS, I have been continually humbled and inspired by our students' talents, resilience, and potential. And I know that you, our school leaders, provide the critical leadership at your schools to enable educators to unleash our students' brilliance and open a world of possibilities for them.

Because so much depends on our ability to serve our students with excellence, we introduced the Teaching and Learning Framework and IMPACT in 2009 to focus us all on what it would take to make DCPS the highest-performing district in the nation. Similarly, we introduced the Leadership Framework and IMPACT for school leaders in 2010 to focus you on the role leaders play in driving student achievement.

This year, we are working towards the same high expectations — but we are also committed to providing school leaders and educators with better support. We are excited about the new curricular materials that we will put in teachers' hands as we begin to implement the rigorous Common Core State Standards. Teachers will receive more intensive classroom guidance from school leaders and instructional coaches, and we will launch an extensive library of professionally-produced lesson videos — filmed in DCPS classrooms — that will show great teachers in action. These resources directly support teachers and will be critical for your use as you lead instruction in your schools.

As instructional leaders, we have the responsibility to put our students on a path to success now and later in life. Let this year be a chance to embrace it with renewed energy, focus, and optimism.

Sincerely,



Kaya Henderson

Chancellor, District of Columbia Public Schools



PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective school leaders. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** – IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** – Quality feedback is a key element of the improvement process. You will receive formal feedback, including discussion of your strengths as well as your growth areas, from your instructional superintendent twice each year. In addition, the current cluster structure guarantees regular formative feedback from your instructional superintendents, who are expected to be in your schools *at least* once every two weeks. You will also be able to view comments about your performance at mid-year and end-of-year by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** – By providing a common language to discuss school leader performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** – The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate professional learning opportunities for school leaders, through Leadership Academy sessions and through more targeted professional development.
- **Retaining Great People** – Highly effective school leaders help everyone improve, including students, teachers, and staff members. IMPACT will identify and enable DCPS to recognize our highest performing school leaders.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With outstanding school leaders in every school, an outstanding teacher in every classroom, and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.



Stephen Simpson



OVERVIEW OF DCPS PRINCIPAL EVALUATION

As school leaders, you set the tone, culture, and strategic direction for your school building. Your leadership is a critical factor for driving student achievement by putting the necessary relationships, structures, and systems in place each year.

What are the IMPACT components of the principal evaluation?

Your evaluation as a school leader is made up of two categories: 1) *Student Achievement* and 2) *Leadership Outcomes*. There are three IMPACT components that fall into the *Student Achievement* category and four IMPACT components in the *Leadership Outcomes* category. The evaluation components emphasize the importance of both student achievement outcomes and the leadership outcomes that demonstrate your impact on your students and your school community. Each component is explained in the following sections of this guidebook.

Student Achievement

- **DC CAS Gains Goals (DG):** You will set DC Comprehensive Assessment System (DC CAS) proficiency goals for reading and math, aligned to No Child Left Behind (NCLB) targets, that identify growth in the percent of your students who are proficient and/or advanced in reading and math. School leaders in schools with insufficient DC CAS data will work with the chancellor and their instructional superintendents to set school-specific goals that best reflect their students' progress.
- **School-Specific Goal (SG):** You will also set one school-specific student achievement goal. For example, you may set a goal for an increase in your school's graduation rate, an increase in DC CAS performance for a sub-group of students (examples include English language learners or special education students), or an increase in the percent of students achieving at the advanced level. School leaders in schools with insufficient DC CAS data will work with the chancellor and their instructional superintendents to set school-specific goals that best reflect their students' progress.
- **School Value-Added Student Achievement Data (SVA):** This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS. Your SVA score will be the same as the SVA score that is included in your staff members' IMPACT evaluations.

Leadership Outcomes

- **Leadership Framework Assessments (LF):** Your instructional superintendent will complete a mid-year assessment and an end-of-year assessment of your performance. During each assessment cycle, you will receive feedback from your instructional superintendent on your progress.
- **Special Education Compliance (SE):** This includes a set of federal special education measures.
- **Teacher Retention (TR):** This is a measure of the impact you have on teacher retention, for teachers with IMPACT scores of 300 or higher.
- **Family Engagement (FE):** This is a measure of family and community members' perception of how well the school engages them in student learning and the school community.



Stephen Simpson



STUDENT ACHIEVEMENT

Each component described below emphasizes a different aspect of your impact on students' achievement. This section provides additional detail on how you will be assessed on each of the three *Student Achievement* components.

DC CAS Gains Goals (DG)

You will set DC CAS proficiency goals for reading and mathematics with the chancellor and your instructional superintendent at the start of the school year. When the DC CAS scores are released at the end of the school year, your instructional superintendent will assess the attainment of your goals against the rubric provided below.

DC CAS GAINS GOALS RUBRIC			
LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
Exceeded goals for math AND reading proficiency	Met goals for math AND reading proficiency	Met goal for either math OR reading proficiency	Met goal for NEITHER math NOR reading proficiency

NOTE: Your attainment of your DC CAS goals will be determined with a +/- 1 percentage point window. For example, suppose your goal for DC CAS reading proficiency at the end of the year was to increase your percent proficient or advanced in reading from 50% to 58%. If your results at the end of the year show that 57% of your students are proficient or advanced in reading, you will still get credit for having met your goal.

School-Specific Goal (SG)

This component focuses on a specific student achievement area for your school community. Each year you may focus on a different area of need as outlined by your annual strategic plan. You will set *one* school-specific student achievement goal with the chancellor and/or your instructional superintendent at the beginning of the school year. For example, you may set a DC CAS proficiency goal for a sub-group of your student population to reflect your focus on a specific group of students' needs. You also may set a goal for your school's graduation rate or promotion rate from 9th to 10th grade.

SCHOOL-SPECIFIC GOAL RUBRIC			
LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
Exceeded goal	Met goal	Did not meet goal	Did not meet goal by a significant margin*

**At the end of the school year, the chancellor and your instructional superintendent will determine the significant margin for your school-specific goal.*

School Value-Added Student Achievement Data (SVA)

Measuring a school's impact on student learning can be challenging. After all, students start the year at different skill levels, and they all face different factors outside the classroom that affect how they learn. At its core, SVA is a way of dealing with these challenges. It helps us estimate the *school's* impact on student learning as opposed to the impact of other factors, such as students' prior skill level, the resources they have at home, or any learning disabilities they may have. In short, SVA helps us understand what the school did, apart from everything else. Because education is a team effort, almost all school-based staff — not just school leaders and teachers — have SVA as a small portion of their annual IMPACT evaluation.

We calculate how a school's students are *likely* to perform, on average, on our standardized assessment (the DC CAS) given their previous year's scores and other relevant information. We then compare that likely score with the students' *actual* average score. Schools with above-average SVA scores are those whose students' actual performance exceeds their likely performance.

ACTUAL
DC CAS SCORE
(School Average)

—

LIKELY
DC CAS SCORE
(School Average)

=

SCHOOL
VALUE-ADDED

NOTE: For schools with insufficient DC CAS data for these goals and measures, DCPS will outline alternate components for the principal evaluation process. Principals in these schools will receive additional information from their instructional superintendents.

LEADERSHIP OUTCOMES

Each component described below emphasizes a different aspect of your impact on your school community. This section provides additional detail on how you will be assessed on each of the four *Leadership Outcomes* components.

Leadership Framework Assessments (LF)

This component includes a mid-year and end-of-year assessment of your performance by your instructional superintendent. Instructional superintendents will complete rubrics at mid-year and at the end of the year with evidence of your performance on each standard of the DCPS Leadership Framework (LF). More details on the LF rubric are below.

Key Dates for LF Assessments

- Mid-year LF assessment — **December 9, 2011**

By this date, your instructional superintendent will complete your mid-year LF assessment and conduct a performance conversation with you to review the results of your mid-year LF assessment.

- End-of-year LF assessment — **May 1, 2012**

By this date, your instructional superintendent will complete your end-of-year LF assessment and conduct a performance conversation with you to review the results of your end-of-year LF assessment.

Leadership Framework Overview

The Leadership Framework is the school system's definition of effective school leadership. It outlines the key strategies and practices that we believe lead to increased student achievement. We use the Leadership Framework to ensure that all school leaders develop their talents as results-oriented instructional and organizational leaders to increase their effectiveness at leading schools. The Leadership Framework is comprised of three domains of school leadership: Instructional Leadership, Organizational Leadership and Leadership for Increased Effectiveness.

Instructional Leadership (IL)

Instructional Leadership includes the actions school leaders take to drive the quality of instruction in every classroom. School leaders create and work towards the school's instructional vision, ensure classroom practices are consistent and aligned to that vision, and provide professional development opportunities, supported by data, that enable every teacher to deliver high quality instruction.

IL1: Articulate a clear instructional vision

The school leader *articulates a clear instructional vision* with a school-wide focus on teaching and learning that is data-driven, standards-aligned, and rooted in a belief in higher levels of achievement for all students. The school leader ensures staff members work actively toward the realization of that vision.

IL2: Consistently implement school-wide instructional practices

The school leader *consistently implements school-wide instructional practices* that are clear, results-oriented, and research-based. The school leader ensures that high-quality instructional practices, especially those linked to reading, math, writing, and higher-order thinking skills, are implemented in every classroom.

IL3: Create opportunities for ongoing learning and staff development

The school leader *creates opportunities for ongoing learning and staff development* that are informed by data. The school leader sustains professional learning opportunities that support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.

Organizational Leadership (OL)

Organizational Leadership focuses on the actions school leaders take to build and maintain positive school culture, manage all of the school's resources and operations, and maximize employee performance.

OL1: Execute results-focused school operations and resource management

The school leader *executes results-focused school operations and resource management* that ensure minimal disruptions to teaching and learning and promote the success of all students and staff. The school leader oversees the development and implementation of strategic and operating plans that support effective teaching and learning.

OL2: Purposefully develop and maintain a positive, collaborative school culture

The school leader *purposefully develops and maintains a school culture* that supports a safe and effective learning environment. The school leader establishes conditions in which a positive, collaborative school culture can thrive for adults and students.

OL3: Consistently align human resources to school needs

The school leader *consistently aligns human resources to school needs*. The school leader engages in effective talent management by setting high expectations, recruiting, hiring, rewarding, retaining, and removing personnel, as appropriate, to ensure effective deployment of talented human capital to maximize performance and meet school goals.

Leadership for Increased Effectiveness (LE)

The Leadership for Increased Effectiveness standards describe actions school leaders take across the school's programmatic areas to ensure continuous improvement and strategic movement toward district and school goals. This LE component includes how effectively school leaders use data to make decisions, engage their school communities, communicate with stakeholders, manage the change process, and model their own personal learning.

LE1: Use data to drive decision-making

A focus on evidence-based growth and results drives the school leader's actions. The school leader systematically analyzes evidence and makes decisions based on data to monitor progress and ensure increased effectiveness and continuous improvement.



LE2: Engage members of the school community

The school leader exercises *effective, targeted engagement of members of the school community* to ensure all stakeholders are included in school improvement efforts. The school leader aligns school community members with school and DCPS initiatives to maximize inclusion, collaboration, distributive leadership, and deep engagement of all.

LE3: Listen and communicate

The school leader is *a listener and communicator*, who motivates team members, operates with ethics, integrity and trust, conducts difficult conversations, and manages interpersonal relationships in order to ensure an effective learning environment that is focused on performance and outcomes.

LE4: Strategically manage the change process

Unwavering and resilient, the school leader *strategically makes tough decisions and manages the change process*, preparing others to support the implementation of effective practices and varying leadership approaches when appropriate.

LE5: Pursue professional growth and personal learning

Constant personal learning is evident in the actions of the school leader, including an ability to learn and adapt when faced with challenges and successes.



Stephen Simpson

PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

LEVEL 4 (HIGHEST)

LEVEL 3

IL1: ARTICULATE A CLEAR INSTRUCTIONAL VISION

LF IL1	School leader is highly effective at articulating a clear instructional vision.	School leader is effective at articulating a clear instructional vision.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> The school leader's articulated and widely-shared vision of higher achievement is evident in all his/her actions and throughout the school. Every staff member is able to articulate the instructional vision and how his/her work moves the school closer to realizing the vision. The school leader regularly assesses the path to the instructional vision, by setting school goals that are aligned to the vision and reviewing comprehensive data (performance data, standards mastery, culture data, reading achievement, discipline) related to these goals. The school leader ensures all staff are working actively toward realization of the instructional vision. For example, the school leader regularly engages staff in conversations about the connection of their work to the vision, regardless of role. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The school leader articulates an instructional vision of higher achievement for all students, shares it widely and refers to it consistently during the school year. For example, the vision is shared at professional development meetings and parent meetings. The school leader ensures that the vision is grounded in the use of data and that school goals are aligned to it. For example, the vision contains specific references to student performance, achievement data, or desired culture outcomes. The school leader tracks staff actions toward the realization of the vision of higher achievement.

The school leader *articulates a clear instructional vision* with a school-wide focus on teaching and learning that is data-driven, standards-aligned, and rooted in a belief in higher levels of achievement for all students. The school leader ensures staff members work actively toward the realization of that vision.

A vision represents a long-range picture (3-5 years, maybe more) of what the school community hopes the school will look like when the core beliefs or mission have been put into practice. A mission describes the core purpose of an organization; it is a clear and succinct representation of the organization's purpose for existence.

One way in which an observer could effectively gather information to score this standard is through brief conversations with students, teachers, parents, and other school community members.

Examples of the articulation of a clear instructional vision:

- Staff, students, and parents should be able to articulate the vision and/or describe what it means to them.
- Frequent reference to the vision occurs at every gathering of staff and/or parents.
- Evidence of data analysis to track progress toward the vision is available and widely shared.
- School leader engages in regular conversations with staff members about the connection between their work and the vision.
- Staff actions toward the realization of the vision are tracked and used in performance conversations.

LEVEL 2

LEVEL 1 (LOWEST)

School leader is **minimally effective** at articulating a clear instructional vision.

The following best describes what is observed:

- The school leader may have a vision of higher achievement for all students, but has not articulated it.
- The vision may be grounded in the use of data and/or standards-aligned, but may not be specific enough to track movement toward it.
- The school leader may not have shared the vision widely. For example, some teachers and/or support staff may not understand the vision, be able to articulate what it is, or be working toward it.

School leader is **ineffective** at articulating a clear instructional vision.

The following best describes what is observed:

- The school leader may not have a vision of higher achievement for all students.
- The vision may not be grounded in the use of data or may not be standards-aligned.
- The school leader may have a vision developed independently and not shared with the broader school community.



PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

LEVEL 4 (HIGHEST)

LEVEL 3

IL2: CONSISTENTLY IMPLEMENT SCHOOL-WIDE INSTRUCTIONAL PRACTICES

LF IL2	School leader is highly effective at consistently implementing school-wide instructional practices.	School leader is effective at consistently implementing school-wide instructional practices.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The school leader ensures high-quality instructional practices are demonstrated in every classroom. • The school leader ensures consistency of high-quality practices across all subjects. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The school leader supports and encourages high-quality practices across the school. • The school leader works toward consistency of high-quality practices in reading, writing, math, and foundational skills.

The school leader *consistently implements school-wide instructional practices* that are clear, results-oriented, and research-based. The school leader ensures that high-quality instructional practices, especially those linked to reading, math, writing, and higher-order thinking skills, are implemented in every classroom.

For examples of high-quality instructional practices, refer to the examples provided in the Teaching and Learning Framework (TLF) rubric for all groups of teachers. These may include responding to student misunderstandings, developing higher-level understanding through effective questioning, or maximizing instructional time.

Examples of how a school leader supports the consistent implementation of school-wide practices:

- The school leader ensures literacy best practices are evident in every classroom, including a comprehensive literacy block in elementary classrooms and research-based literacy interventions in secondary classrooms.
- The school leader establishes a number of routine instructional practices that should be consistent across classrooms, then conducts observations to ensure those are present and provides feedback with specific action steps to teachers.
- Daily instruction follows a very detailed schedule and sub-schedule.
- The school leader identifies those classrooms that lack high-quality practices, and develops and implements an action plan to address those gaps.
- The school leader collects data about the consistency of high-quality instructional practices (e.g., surveys and Quality School Reviews (QSRs)) and shows evidence of using that data to make adjustments in staff practices.
- The school leader analyzes student work for growth and standards mastery over time.

LEVEL 2

LEVEL 1 (LOWEST)

School leader is **minimally effective** at consistently implementing school-wide instructional practices.

The following best describes what is observed:

- The school leader may be able to identify some high-quality practices, but struggles to cement those across the school.
- High-quality practices may exist in some classrooms, but not in others, and may not be evident across subject areas.

School leader is **ineffective** at consistently implementing school-wide instructional practices.

The following best describes what is observed:

- The school leader may have difficulty identifying high-quality instructional practices or expanding teachers' repertoires of instructional practices.
- High-quality practices are not evident.



PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

LEVEL 4 (HIGHEST)		LEVEL 3
IL3: CREATE OPPORTUNITIES FOR ONGOING LEARNING AND STAFF DEVELOPMENT		
LF IL3	School leader is highly effective at creating opportunities for ongoing learning and staff development.	School leader is effective at creating opportunities for ongoing learning and staff development.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The school leader guarantees regular, timely professional learning opportunities as school needs require. • The school leader ensures that professional learning opportunities support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The school leader creates regular opportunities for professional learning for all staff. • The school leader ensures that professional learning opportunities are connected to school goals and informed by student and staff performance data.

The school leader *creates opportunities for ongoing learning and staff development* that are informed by data. The school leader sustains professional learning opportunities that support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.

Documents related to professional development (e.g., agendas, handouts, sign-in sheets, etc.) provide evidence that professional learning opportunities are happening. Evidence that the school leader is ensuring that these opportunities are effective, connected to school goals, and informed by student and staff performance data:

- Pre- and post-IMPACT scores are analyzed for teachers in those Teach components addressed in the professional learning opportunity.
- Improvements in student performance can be traced directly to changes in teacher practice as a result of participation in effective coaching cycles (individual and collaborative).
- Evaluations of professional learning opportunities show value and connection to changes in practice.
- A schedule for collaborative planning groups and notes from those meetings are available.
- Pre- and post-student work shows evidence of improved teacher practice in the area addressed in the professional learning opportunity.
- Professional learning opportunities include collaboration (e.g., learning walks, collaborative planning, etc.).
- Analyses of student and staff performance data are presented in conjunction with each professional learning opportunity and participants can speak to the data aligned to the opportunity as context for why the opportunity is important.
- Multiple models for implementing professional development are used.
- School leader monitors staff discussion of, reflection upon, and implementation of the practices and strategies presented.
- Annual and/or quarterly professional development plans exist and are updated, as appropriate.
- Master schedule and professional development (PD) schedule are aligned to school goals.

LEVEL 2

LEVEL 1 (LOWEST)

School leader is **minimally effective** at creating opportunities for ongoing learning and staff development.

The following best describes what is observed:

- The school leader may recognize the need for professional development, but offers irregular opportunities.
- The school leader may not link professional learning opportunities to school and staff needs, offering general professional development instead.

School leader is **ineffective** at creating opportunities for ongoing learning and staff development.

The following best describes what is observed:

- The school leader may not act to ensure professional learning opportunities.
- The school leader does not ensure any connection between professional learning opportunities and school goals.



PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

LEVEL 4 (HIGHEST)		LEVEL 3
OL1: EXECUTE RESULTS-FOCUSED SCHOOL OPERATIONS AND RESOURCE MANAGEMENT		
LF OL1	School leader is highly effective at executing results-focused school operations and resource management.	School leader is effective at executing results-focused school operations and resource management.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> The school leader ensures and systematically holds self and others accountable for the execution of efficient operations and resource management. The school leader ensures that school operations and resource management cause no disruptions to teaching and learning. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The school leader oversees the execution of results-focused school operations and resource management. The school leader ensures that operations and resource management support effective teaching and learning.

The school leader *executes results-focused school operations and resource management* that ensure minimal disruptions to teaching and learning and promote the success of all students and staff. The school leader oversees the development and implementation of strategic and operating plans that support effective teaching and learning.

Examples of how a school leader supports the execution of results-focused school operations and resource management:

- Building cleanliness is a high priority, and facilities issues are managed quickly and completely.
- School schedules and calendars are clear, collectively aligned, support school goals and streamline school operations (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, etc.).
- The school budget is closely monitored and all spending carefully accounted for. There are rarely incidents of unspent resources or of overspending.
- The school leader operates according to a detailed comprehensive school plan, with clear time-based milestones and deliverables. The comprehensive school plan includes a variety of systems for managing the school and includes assignments of tasks to leadership team members. The comprehensive school plan is monitored closely and adjustments made as necessary to support effective teaching and learning. For example, the comprehensive school plan might include a system for proactively managing teacher absences that clearly details which administrator is responsible, which actions s/he should take and a timeline for doing so, all in ways that minimize disruptions to teaching and learning.
- The school leader conducts frequent reviews of allocation management to ensure that financial, human, external and Central Office resources all support school goals and the strategic plan.
- The school leader makes use of all available resources (e.g., Central Office operations specialists, partners, etc.) to manage school operations effectively.

LEVEL 2

LEVEL 1 (LOWEST)

School leader is **minimally effective** at executing results-focused school operations and resource management.

The following best describes what is observed:

- The school leader may show little or no evidence that school operations are well-managed and/or linked to results.
- The school leader may manage school operations and resource management without integrating teaching and learning needs.

School leader is **ineffective** at executing results-focused school operations and resource management.

The following best describes what is observed:

- The school leader has few or no systems in place for the effective management of operations and resources.
- The school leader shows evidence of weak management of resources and operations, leading to significant gaps in teaching and learning.



PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

LEVEL 4 (HIGHEST)		LEVEL 3
OL2: PURPOSEFULLY DEVELOP AND MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CULTURE		
LF OL2	School leader is highly effective at developing and maintaining a positive, collaborative school culture.	School leader is effective at developing and maintaining a positive, collaborative school culture.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The school leader reviews and analyzes culture data regularly and systematically holds self and others accountable for proactively implementing the systems necessary for developing and maintaining a positive school culture. • The school leader anticipates and prepares for culture challenges with comprehensive, proactive strategies. • The school leader establishes a system of proactive, effective school-wide interventions that is timely and directive, to be applied when students are experiencing difficulty. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The school leader promotes a positive school culture by establishing school-wide routines and rituals that support students' socio-emotional development and strong adult-student relationships. • The school leader has a repertoire of effective school-wide responses to culture challenges. • The school leader applies effective and appropriate interventions when students experience difficulty.

The school leader *purposefully develops and maintains a school culture* that supports a safe and effective learning environment. The school leader establishes conditions in which a positive, collaborative school culture can thrive for adults and students.

Examples of a positive, collaborative school culture:

- Fully-functioning, scheduled Advisory program is in place.
- Student Support Team (SST) or behavior committee regularly reviews data with school leader and plans action steps to address challenges.
- A clear, accessible system for providing student incentives is available and apparent.
- Celebrations and school-wide recognitions of positive behaviors and actions are scheduled and regular.
- Teachers work collaboratively to identify students in need of academic, socio-emotional and behavioral support and implement the appropriate interventions with instructional support staff members.
- Students are observed holding one another to the high expectations that permeate the school.
- Human and financial resources for socio-emotional development and support are readily available.
- Positive adult-student and adult-adult relationships are evident.

LEVEL 2

LEVEL 1 (LOWEST)

School leader is **minimally effective** at developing and maintaining a positive, collaborative school culture.

The following best describes what is observed:

- The school leader takes limited steps to establish positive school culture.
- The school leader responds to culture challenges as they arise, in an effort to maintain a positive school culture.

School leader is **ineffective** at developing and maintaining a positive, collaborative school culture.

The following best describes what is observed:

- The school leader has done little or nothing to establish positive school culture.
- The school leader has limited or ineffective responses to culture challenges, as evidenced by struggles to address even the smallest school culture gaps.



PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

LEVEL 4 (HIGHEST)		LEVEL 3
OL3: CONSISTENTLY ALIGN HUMAN RESOURCES TO SCHOOL NEEDS		
LF OL3	School leader is highly effective at aligning human resources to school needs.	School leader is effective at aligning human resources to school needs.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> The school leader holds self and others to the highest of expectations and frequently reminds staff of those expectations. The school leader uses data to systematically hold self and others accountable for their effective performance in service of school needs, recruiting, monitoring, rewarding, and removing personnel as appropriate to ensure effective talent management. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The school leader establishes high expectations for employee performance. The school leader relies on data to align human resources to school needs, with a focus on performance monitoring, rewarding high performers, and supporting and removing underperformers.

The school leader *consistently aligns human resources to school needs*. The school leader engages in effective talent management by setting high expectations, recruiting, hiring, rewarding, retaining, and removing personnel, as appropriate, to ensure effective deployment of talented human capital to maximize performance and meet school goals.

Examples of aligning human resources to school needs:

- Staff recruitment is based on specific school needs and targeted (e.g., recruiting teachers with bilingual skills, co-teaching experience).
- The school leader may shift a staff member's roles and responsibilities if school needs dictate a better fit for his/her talents.
- The school leader carefully documents progressive discipline actions, and closely supports and tracks improvement plans for underperforming staff.
- The school leader calendars and conducts regular performance-focused conversations with all school personnel.
- The school leader manages effective, timely implementation of the IMPACT evaluation system for all school personnel.
- There is clear alignment between IMPACT scores and data (e.g., student achievement, facilities management, IEP timeliness, etc.), such that the performance of school personnel is accurately captured.
- The Instructional Coach is held accountable for the effective implementation of individual and collaborative coaching cycles and has data documenting the impact of the coaching cycles on teacher performance and ultimately, student performance.
- Mechanisms are in place for celebrating and rewarding high performers.
- School leader encourages and supports cross-functional collaboration in support of student achievement (e.g., teachers working collaboratively with social workers).

LEVEL 2

LEVEL 1 (LOWEST)

School leader is **minimally effective** at aligning human resources to school needs.

The following best describes what is observed:

- The school leader may have high expectations for employee performance, but may not share those frequently.
- The school leader is able to identify underperformance, but struggles to address it (with improvement plans, removal, etc.) and may do little or nothing to improve the performance of mediocre staff members.

School leader is **ineffective** at aligning human resources to school needs.

The following best describes what is observed:

- The school leader does not have high expectations for employee performance and accepts underperformance regularly.
- The school leader fails to maximize human resources by aligning people to school needs and may avoid or delay addressing underperformance.



PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

LEVEL 4 (HIGHEST)		LEVEL 3
LE1: USE DATA TO DRIVE DECISION-MAKING		
LF LE1	School leader is highly effective at using evidence-based growth and results to drive his/her actions.	School leader is effective at using evidence-based growth and results to drive his/her actions.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The school leader systematically analyzes evidence across all school functions to ensure increased effectiveness and continuous improvement. • The school leader ensures that all of his/her decisions and actions are driven by evidence and focused on results. • The school leader engages teams in overseeing data cycles for academic, cultural, behavioral and operational data, ensuring collaborative planning and execution based on evidence. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The school leader consistently reviews school growth based on evidence. • The school leader makes decisions based on the results of evidence reviews to monitor progress over time and move toward results. • The school leader establishes an Academic Leadership Team to implement and monitor data cycles using interim assessment results and re-teaching strategies.

A focus on evidence-based growth and results drives the school leader's actions. The school leader systematically analyzes evidence and makes decisions based on data to monitor progress and ensure increased effectiveness and continuous improvement.

Examples of a focus on evidence-based growth and results:

- Updated, comprehensive data walls (e.g., student performance) are easily accessible to, and frequently used by, school staff.
- Updated, comprehensive data books exist with data measures tracked in DCPS data systems (e.g., School Performance Data Initiative (SPDI) and SchoolStat), or data measures of local importance (e.g., building cleanliness).
- Regular, focused data team meetings occur with progress tracked toward agreed-upon goals.
- Evidence of growth measures is tracked over time (e.g., school leader knows where behavior referrals are in September, reviews them monthly, and acts to reduce them by January).
- Data team reviews all school data and proposes action steps to ensure growth.

LEVEL 2

LEVEL 1 (LOWEST)

School leader is **minimally effective** at using evidence-based growth and results to drive his/her actions.

The following best describes what is observed:

- The school leader may review school growth measures inconsistently and/or only in a few key areas, thus operating without an overall picture of school performance over time.
- The school leader may rely on evidence for some decisions.

School leader is **ineffective** at using evidence-based growth and results to drive his/her actions.

The following best describes what is observed:

- The school leader may not track school growth closely or at all.
- The school leader may not rely on evidence to make decisions.



PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

LEVEL 4 (HIGHEST)

LEVEL 3

LE2: ENGAGE MEMBERS OF THE SCHOOL COMMUNITY

LF
LE2

School leader is **highly effective** at engaging members of the school community.

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

- The school leader includes all stakeholders in school improvement efforts and reaches out to potential stakeholders proactively.
- The school leader maximizes inclusion, collaboration, and distributive leadership by engaging all stakeholders in school and DCPS initiatives.

School leader is **effective** at engaging members of the school community.

The following best describes what is observed:

- The school leader includes all stakeholders in school improvement efforts.
- The school leader uses clear communication systems and models of effective engagement to align stakeholders to school and DCPS initiatives.

The school leader exercises *effective, targeted engagement of members of the school community* to ensure all stakeholders are included in school improvement efforts. The school leader aligns school community members with school and DCPS initiatives to maximize inclusion, collaboration, distributive leadership, and deep engagement of all.

Examples of targeted engagement include:

- Evidence gathered in support of the family engagement plan shows high scores on the engagement rubric.
- Participation of parents, representatives of partner organizations and members of the community is high around the school in school initiatives and on school committees.
- Comprehensive, regular newsletters are aligned to the needs of different readers (e.g., parents, partner organizations, etc.).
- Outreach to parents, community members and partners occurs across a variety of communication mechanisms (e.g., Facebook, robocalls, text messaging, Twitter, etc.).
- Partnerships with local businesses/nonprofits exist that result in resources that help the school move closer to its goals.
- Parent programming is designed to welcome parents into and support their continued involvement in the school (e.g., monthly parent nights, book clubs, etc.).
- There is stakeholder involvement in school initiatives (e.g., goal of increasing literacy and/or DCPS initiatives).

LEVEL 2

LEVEL 1 (LOWEST)

School leader is minimally effective at engaging members of the school community.	School leader is ineffective at engaging members of the school community.
<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The school leader struggles to fully include stakeholders in school improvement efforts. • The school leader may only be able to connect stakeholders to one or two small initiatives. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The school leader has no evidence of engaging stakeholders in school improvement efforts. • The school leader has no plan for connecting stakeholders to school and DCPS initiatives.



PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

LEVEL 4 (HIGHEST)		LEVEL 3
LE3: LISTEN AND COMMUNICATE		
LF LE3	School leader is highly effective as a listener and communicator.	School leader is effective as a listener and communicator.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The school leader operates with ethics, integrity, and trust in his/her communications at all times. • The school leader motivates team members and manages interpersonal relationships with ease. • The school leader operates with a communications plan that supports an effective learning environment focused on performance and outcomes. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The school leader ensures clarity, respect, and responsiveness in his/her communications. • The school leader enjoys positive interpersonal relationships with all school staff members. • The school leader listens and communicates effectively with all members of the school community.

The school leader is *a listener and communicator*, who motivates team members, operates with ethics, integrity and trust, conducts difficult conversations, and manages interpersonal relationships in order to ensure an effective learning environment that is focused on performance and outcomes.

Examples of a listener and communicator:

- School materials (e.g., handbooks, letters, e-mails, website, flyers, newsletters, the school profile, the school marquee, Connect-Ed messages, etc.) are complete, updated and error-free.
- Frequent, regular, respectful oral and written communication with school staff, students, parents, and community members is of high quality, comprehensive and fully responsive.
- E-mails and phone calls are returned promptly (e.g., within 24 hours) and with full responses.
- Frequent, regular opportunities exist to engage with the school leader (e.g., morning coffees, lunches, office hours, regular meetings, etc.).
- Stakeholders report that school leader is open, accessible, and responsive.
- The school leader records and monitors the implementation of decisions/action notes from various meetings and follows up to ensure completion.
- Stakeholders report that the school leader models the highest levels of professionalism and ensures that all school personnel do the same. This professionalism is evidenced by written and in-person exchanges that are timely, respectful and courteous, regardless of the situation.
- Written comments on IMPACT evaluations provide ample evidence to support the TLF standard.

LEVEL 2

LEVEL 1 (LOWEST)

School leader is **minimally effective** as a listener and communicator.

The following best describes what is observed:

- The school leader may struggle with clarity in his/her communications or receive complaints of a lack of responsiveness.
- The school leader may establish positive interpersonal relationships with some school staff members.
- The school leader keeps lines of communication open with some members of the school community, but communication may be inconsistent or limited to one or two pressing initiatives.

School leader is **ineffective** as a listener and communicator.

The following best describes what is observed:

- The school leader may lack clarity in his/her messages and/or be unresponsive.
- The school leader fails to establish positive interpersonal relationships.
- The school leader communicates ineffectively.



PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

LEVEL 4 (HIGHEST)

LEVEL 3

LE4: STRATEGICALLY MANAGE THE CHANGE PROCESS

LF LE4	School leader is highly effective at managing the change process.	School leader is effective at managing the change process.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The school leader strategically manages the change process and supports team members' ability to anticipate and plan for difficulties along the path to change. • The school leader prepares others to support the implementation of effective practices and celebrates progress regularly. • The school leader varies leadership approaches when appropriate. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The school leader effectively manages the change process, anticipating and planning for difficulties. • The school leader celebrates progress regularly. • The school leader exhibits a repertoire of strong leadership practices.

Unwavering and resilient, the school leader *strategically makes tough decisions and manages the change process*, preparing others to support the implementation of effective practices and varying leadership approaches when appropriate.

As are many urban school districts, DC Public Schools is engaged in an organizational change process designed to transform its system into one full of schools that ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. To that end, every DCPS school is in the midst of an organizational change process to reach that goal, whether it involves closing the achievement gap in the school, reducing behavioral referrals, increasing the quality of educational experiences, or most notably, improving student achievement for every child. This change process could include preparing school staff for the implementation of effective practices, having tough conversations with staff members resistant to change, anticipating and proactively planning responses to challenges to new initiatives (e.g., teacher-developed short cycle assessments or teacher peer observations).

Examples of managing the change process:

- The school leader plans proactive messages to staff about effective practices (e.g., what it will take to implement them, potential barriers, plans to overcome those barriers).
- There are frequent and effective celebrations of progress along the path to the school goal.
- Key staff members are engaged to manage the change process from their roles, ensuring that change takes hold at all levels of the organization.
- Existing practices (even new ones) are challenged when they fail to result in achievement growth.
- The school leader ensures that all managers receive professional development to help them support practices new to the school with those they manage.
- Leadership approaches are varied (e.g., tight/loose) when appropriate to the situation and/or person.
- An outline of the elements of change and support is provided to staff to help them handle the feelings associated with organizational change (e.g., fear or resistance)
- There is evidence of difficult conversations when directives are ignored or expectations unmet.

LEVEL 2

LEVEL 1 (LOWEST)

School leader is **minimally effective** at managing the change process.

The following best describes what is observed:

- The school leader is only able to respond to change and struggles to take proactive steps that anticipate and plan for difficulties.
- The school leader may not see the potential pitfalls associated with the change process before they occur.
- The school leader operates with a single leadership approach and/or practice.

School leader is **ineffective** at managing the change process.

The following best describes what is observed:

- The school leader is unable to recognize the elements of the change process.
- The school leader fails to comprehend how the change process impacts instructional and operational leadership.
- The school leader does not operate within a set of effective leadership approaches.



PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

LEVEL 4 (HIGHEST)		LEVEL 3
LE5: PURSUE PROFESSIONAL GROWTH AND PERSONAL LEARNING		
LF LE5	School leader is highly effective at constant personal learning.	School leader is effective at constant personal learning.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The school leader identifies professional learning opportunities in line with his/her growth areas. • The school leader learns and adapts his/her practice in ways that are informed by constant personal learning. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The school leader seeks out opportunities to grow professionally. • The school leader takes actions that are informed by constant personal learning.

Constant personal learning is evident in the actions of the school leader, including an ability to learn and adapt when faced with challenges and successes.

Examples of constant personal learning:

- The school leader constantly reflects on successes and failures and seeks feedback from others on how to improve his/her performance (e.g., working with job-alike colleagues to conduct observations of one another as critical friends, building an action plan based on a performance evaluation from an instructional superintendent).
- The school leader is able to identify school gaps and seek professional learning opportunities to aid in his/her ability to close those gaps.
- The school leader can draw the connection between the professional learning opportunities s/he has taken and the impact on his/her actions (e.g., after participating in a professional learning network designed to help the school leader better assess teacher skill gaps, the school leader is able to build a professional learning plan for struggling teachers).
- When faced with challenges, the school leader identifies the learning opportunities that could best help him/her adapt.

LEVEL 2

LEVEL 1 (LOWEST)

School leader is **minimally effective** at constant personal learning.

The following best describes what is observed:

- The school leader articulates an interest in personal learning, but may only participate in limited professional learning opportunities.
- The school leader takes actions that are only loosely grounded in learning opportunities and/or does not adapt his/her practices.

School leader is **ineffective** at constant personal learning.

The following best describes what is observed:

- The school leader exhibits little desire to grow and change.
- The school leader's actions are not connected to learning opportunities.



Special Education Compliance (SE)

You will be assessed at the end of the year on a set of federal special education reporting measures. Your average score across the three special education metrics described below will be your score on this component of the evaluation. Current rules and guidelines for implementing special education services in DCPS can be found in the Office of Special Education (OSE) reference guide: <https://sites.google.com/a/dc.gov/office-of-special-education-reference-guide/>.

SPECIAL EDUCATION COMPLIANCE RUBRIC					
	% OF SE COMPONENT	LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
School IEP Timeliness	25%	100%	95–99%	90–94%	Less than 90%
Required Action Timeliness	25%	100%	95–99%	90–94%	Less than 90%
Eligibility Timeliness	50%	100%	95–99%	90–94%	Less than 90%

School IEP Timeliness: This is a measure of the extent to which the Individual Education Plans (IEPs) of the students at your school are renewed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This indicator is critical to ensuring that our students receive all the services they need and is required by federal law. Your school's IEP Timeliness will be tracked in the Special Education Data System (SEDS). This SE measure will account for 25% of your SE component score.

Required Action Timeliness: This is a measure of the extent to which your school completes the required actions from a Hearing Officer Decision or Settlement Agreement within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education and posted in the OSE Reference Guide. As a school leader, you manage your staff to ensure that the rights of students receiving special education services in your school are consistently upheld. Your school's Required Action Timeliness will be tracked in the Blackman-Jones Database. This SE measure will account for 25% of your SE component score.

Eligibility Timeliness: This is a measure of the percentage of students in your school that have had timely initial evaluations and re-evaluations within the respective timeframes, and in accordance with the rules, established by the DCPS Office of Special Education and posted in the OSE Reference Guide. Your school's eligibility timeliness will be tracked in SEDS. This SE measure will account for 50% of your SE component score. *NOTE: For the purpose of eligibility timeliness alone, a student whose eligibility is determined by Early Stages will not count for this measure.*

Teacher Retention (TR)

This component measures your ability to retain teachers with an IMPACT score of 300 or higher. To account for some natural turnover, DCPS set a goal for principals to retain 70% of teachers with an IMPACT score of 300 or higher on their annual IMPACT evaluation.

TEACHER RETENTION RUBRIC			
LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
Retain more than 80% of the school's teachers with score of 300 or higher	Retain 70–80% of the school's teachers with score of 300 or higher	Retain 60–69% of the school's teachers with score of 300 or higher	Retain fewer than 60% of the school's teachers with score of 300 or higher

NOTE: Effective principals develop the capacity of their staff members. Thus, teachers who are promoted (for example, to instructional coach or assistant principal positions) will not be included in this calculation. Similarly, teachers who retire from their positions will not be included in this calculation.

Family Engagement (FE)

DCPS administers stakeholder surveys to members of the school community. This component of the evaluation will focus on survey results from family members. The score includes family members' responses to questions asking for their perception of how well the school engages family members in student learning and in the school community. Family engagement scores on the stakeholder surveys are out of a possible 100 points.

FAMILY ENGAGEMENT RUBRIC			
LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
Family engagement score of more than 85 points	Family engagement score of 75–85 points	Family engagement score of 65–74 points	Family engagement score of fewer than 65 points

NOTE: DCPS is still determining whether or not to administer a stakeholder survey in spring 2012. If the system decides not to administer a stakeholder survey in 2012, DCPS will communicate an alternate measure and/or propose increases to other Leadership Outcomes components.

PUTTING IT ALL TOGETHER

Below is a sample end-of-year principal IMPACT report, putting all of the components together.

STUDENT ACHIEVEMENT	RAW DATA				COMPONENT SCORE
DC CAS GAINS GOALS (DG)	GOAL	ACTUAL		MET GOAL?	
		%	+/- LAST YEAR		
• Reading	75%	75%	+4%	MET	2.0
• Math	80%	76%	-5%	NOT MET	
SCHOOL-SPECIFIC GOAL (SG)	GOAL	ACTUAL		MET GOAL?	
4% increase in advanced, reading	35%	40%		EXCEEDED	4.0
SCHOOL VALUE-ADDED STUDENT ACHIEVEMENT DATA (SVA)	ACTUAL				
• Reading	3.6				3.5
• Math	3.4				

LEADERSHIP OUTCOMES	RAW DATA		COMPONENT SCORE
MID-YEAR LEADERSHIP ASSESSMENT			
• Instructional Leadership (IL)	3.7	3.4	
• Organizational Leadership (OL)	3.4		
• Leadership for Increased Effectiveness (LE)	3.0		
END-OF-YEAR LEADERSHIP FRAMEWORK ASSESSMENT			
• Instructional Leadership (IL)	4.0	3.6	
• Organizational Leadership (OL)	3.8		
• Leadership for Increased Effectiveness (LE)	3.0		
SPECIAL EDUCATION COMPLIANCE (SE)			
• School Timeliness (25%)	100%	4.0	3.3
• Required Action Timeliness (25%)	98%	3.0	
• Eligibility Timeliness (50%)	96%	3.0	
TEACHER RETENTION (TR)	67%		2.0
FAMILY ENGAGEMENT (FE)	77		3.0

Final end-of-year reports will be available shortly after the 2012 DC CAS results are released by the Office of the State Superintendent of Education (OSSE) after the conclusion of the school year.

It is important for the chancellor to make principal re-appointment decisions as early as possible to allow for effective leadership transitions in cases in which principals are not re-appointed to their current positions for the 2012–2013 school year. Therefore, the chancellor will start to make principal re-appointment decisions before the end of June. Because not all data will be available before the end of the school year, the chancellor will review all data available at that time of the school year to make these decisions.

Final end-of-year reports will be used to inform professional development opportunities for the 2012–2013 school year, identify mentors and principal leaders from among the highest performing principals, and recognize our highest performing school leaders publicly.



CONCLUDING MESSAGE

This system is called “IMPACT” because you, the leaders serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. You are the most important lever of change in our school system.

Thanks to your tireless efforts, we have made great progress over the past couple of years — but we still have a long way to go. Together, we must remain committed to our vision of this district as the highest performing in the nation, challenging ourselves to seek every opportunity for reflection, improvement, and collaboration.

While our expectations of what we can achieve are incredibly high, they are not unreachable. Our students deserve nothing less.



Bel Perez Gabilondo



Michael DeAngelis



Bel Perez Gabilondo

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

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